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|  | | | | ESSENTIAL QUESTION:  How do people today define *civilized*, and how has the meaning changed over the years? | | | | | |
| Gullivers_travels.jpg | | | | This unit has been adapted from the *Common Core Curriculum Maps*. The unit contains both fiction and non-fiction literary selections: poetry, short story, novel, and essay. Students will learn strategies for reading increasingly complex texts, especially stating the central idea of a selection and supporting it with textual evidence. In the area of writing and language, students will show increasing growth in word choice, sentence formation, and organization of ideas, as well as skill in locating and citing both primary and secondary source material. The foundation of these literary studies will be the read-talk-think-write model, which allows for close reading of text, exchange of ideas with peers and teacher, time for reflection about the reading and the discussion, and use of the writing process to produce evidence of growth in understanding the texts and expressing that understanding in a variety of written forms. | | | | | |
| FOCUS STANDARDS FOR UNIT ONE | | | | | | | | | |
| **READING** | | **WRITING** | | | | **SPEAKING & LISTENING** | | **LANGUAGE** | |
| RI/RL.7.7  Explain the use of different techniques in different media and each form’s portrayal of a subject.  RL/RI.7.7  Compare and contrast written text to its multimedia forms.  Analyze impact of word choice on meaning and tone.  RI/RL.10.1  RI.7.8  Find and evaluate *argument* and *claims* in a text.  RI7.8  Evaluate whether a claim is supported by enough evidence and whether the evidence presented is sound. | | W.7.1a  Compose an introduction for argument that includes the claim, an opposing claim, and reasons. | | | | SL.7.2  Analyze and present orally the main ideas and supporting details in different media formats.  SL.7.3  Analyze the parts of a speaker’s argument. | | L.7.1a  Identify phrases and clauses in sentences.  L.7.5  Interpret figures of speech in context, including *allusion*  L.7.5c  Distinguish denotation from connotation of words. | |
| **Timeframe** | **SHORT TEXTS** | | | | **ASSESSMENT/EVIDENCE OF LEARNING** | | | | |
| 3 class periods | “The Anthropology of Manners”  by Edward T. Hall  polite.gif | | | | RI7.8  Find/evaluate argument and claims in a text | | In a paragraph of 5-7 sentences, compose a reading response to this question: Identify any examples in the text that misrepresent the culture the writer discusses. | | |
| 2 class periods | George-Will.jpg  George Will, syndicated columnist and author | | “Mayhem of the Week”:  Editorial essay published in the *Washington Post*,  based on an article in  *Sports Illustrated* | | RI.7.8  Find and evaluate argument and claims in a text.  SL.7.3  Explain orally the main ideas and supporting ideas in the text. | | After reading and annotating the text, student will color-code the claim, reasons, and evidence in different colors.  Students will form groups and share their results of the highlighting activity according to the group discussion rubric. | | |
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| 2 class periods | Pyramids and sphinx | | “Ozymandias”:  poem by Percy B. Shelley | | RL.7.1  Cite several pieces of textual evidence to support inferences drawn from the text.  L.7.5  Interpret figures of speech in context.  L.7.5c Distinguish denotation from connotation of words | | The student will compose a short two-part response to the reading:  1)Using ideas from history class, explain what can be inferred from Ozymandias’ culture from the details in the poem;  2) Explain what the speaker is expressing about civilizations. | | |
| 2 class periods | [http://t2.gstatic.com/images?q=tbn:ANd9GcR4d4XAWWdgPQ4pHY4SF_ZgRbTHFzcSsXAJb5WIze6qzM26pdfIsA](http://www.google.com/imgres?q=cave+man+clipart&start=208&num=10&hl=en&biw=1024&bih=543&tbm=isch&tbnid=prQi0ja-umkJsM:&imgrefurl=http://www1.free-clipart.net/cgi-bin/clipart/directory.cgi%3Fdirect%3Dclipart/Sports/Bowling/Cartoons%26img%3D42&docid=ZPt4M8StXdSEsM&imgurl=http://www1.free-clipart.net/gallery2/clipart/Sports/Bowling/Cartoons/Bowler_-_Caveman.jpg&w=238&h=243&ei=7Tb8T6m_Hoz-2QXV_dSBBw&zoom=1&iact=hc&vpx=122&vpy=173&dur=8234&hovh=194&hovw=190&tx=107&ty=113&sig=101987530739502885914&page=15&tbnh=159&tbnw=156&ndsp=15&ved=1t:429,r:5,s:208,i:74) | | “Mending Wall”:  poem by  Robert Frost | | RL.7.1  Cite several pieces of textual evidence to indicate understanding of what the poem says explicitly as well as what it says by inference.  L.7.1a  Identify prepositional phrases and independent clauses  In the poem | | After teacher models the annotation for meaning in one or two sections, the student will continue annotation of the remainder of the poem. Students will share their interpretations of the meanings in small group discussion according to the discussion rubric.  Student will color-code highlight the prepositional phrases and independent clauses in sections of the poem. | | |
| 3 class periods | http://www.historicechopark.org/sitebuildercontent/sitebuilderpictures/rocks.jpg | | “The Lottery”:  short story  by Shirley Jackson | | RL.7.8  Determine if reasoning is sound and if there is enough evidence to support a claim.  W.7.1a  Write a short argument based on the story and the theme of civilized behavior. | | Use historical and literary evidence to defend a claim about the nature of the characters in “The Lottery.” Edit completed argument and post to blog. | | |
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| 5 class periods | **EXTENDED TEXT**  **http://www.hasslefreeclipart.com/clipart_food/breakfast/eggs.gif**  ***Gulliver’s Travels* by Jonathan Swift** | | | | **ASSESSMENT/EVIDENCE OF LEARNING** | | | | |
|  |  | | | | .  RL.7.7  Explain how different techniques in the video version form a different portrayal from that in the written text.  RL.7.7  Compare and contrast written text to its multimedia forms.  SL.7.2  Explain the main ideas and supporting details in different media formats.  W.7.7  Conduct short research projects to answer a question, drawing on several sources. | | | | Using a Venn diagram, students will compare and contrast the text and video versions of a scene from the story.  Using group discussion rubric, students will discuss in groups the changes to the story in the video and the reasons for the changes.  Student will research conditions in England that led to Swift’s satire in the novel and present findings in student’s choice of graphic media. |

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| ASSESSMENTS/EVIDENCE OF LEARNING THROUGHOUT UNIT | | | | |
| **INFORMAL OBSERVATIONS** | **DIALOGUE AND DISCUSSION** | **SELECTED RESPONSES** | **CONSTRUCTED RESPONSES** | **SELF/PEER-ASSESSMENTS** |
| * Writing Process * Text Annotation * Teacher Observation | * Small Group Text-Centered Discussions (Lit. Circles)   -DiscussionRubric  -Socratic Circles with rubric  “2-cents” method | * MLA outline form * Venn diagram * Poster or other graphic medium | * Inductive argument * Analytical Essay * Reading response based on textual evidence * Blog post | * Self/Peer-Assess Participation In Discussions * Self/Peer-Assess Writing Using Student Exemplars and Rubric * Performance Task: Peer Assess Using Rubric |
| **PERFORMANCE TASK** | | | | |
| Using information from *Gulliver’s Travels*, “The Lottery,” and research of this quarter, and guided by a grade-wide rubric, the student will compose a three-part essay which includes the following: 1) **Introduction**: What does it mean to be “civilized”? 2) **Body**: Choose one of Gulliver’s destinations and justify whether the people in that place are “civilized.” **Conclusion**: 3) By comparison with this destination, has “civilized” society in general changed since the time when Jonathan Swift lived? | | | | |

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